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ABSTRACT

This booklet discusses the definition and purpose of a comprehensive needs assessment, summarizes information on eight selected needs assessment models, and presents a step-by-step plan for school districts to follow in conducting a comprehensive needs assessment. The main part of the booklet consists of a detailed outline for conducting a school district needs assessment. The appendix contains sample needs assessment questionnaires, forms, and other materials developed by the San Mateo County (California) Public Schools for conducting a comprehensive needs assessment. (JG)

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comprehensive needs assessment

EA 010 356

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COMPREHENSIVE NEEDS ASSESSMENT

by

Nelson C. Price, Editor
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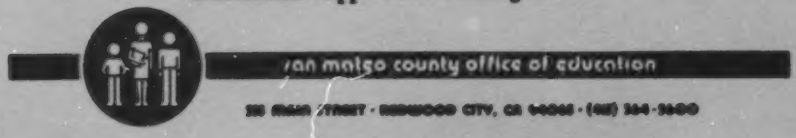
Educational Support and Planning Division



J. Russell Kent, Superintendent

July, 1977

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Prepared for printing by San Mateo County Office of Education's Public Information Office.

COMPREHENSIVE NEEDS ASSESSMENT

Introduction

Needs assessment is a process for obtaining and analyzing information for use in making educational decisions. For purposes of educational planning, a need grows out of a documented discrepancy between "what is" (existing condition) and "what ought to be" (desired condition) in areas which are of concern to the people affected. "It is a discrepancy in ends, not means. It is a measurable distance between two or more standards. It is fact finding, not fact fabrication."[1]

In the context of needs assessment, a "concern" is an hypothesis or belief that there is a difference between existing and desired conditions. The needs assessment process validates or refutes the hypothesis.

A comprehensive needs assessment process meets the following criteria:

1. It involves a broad spectrum of persons affected.
2. In determining a need, the concerns of people are matched with the best information (facts) which can be made available.
3. The assessment is open-ended, looking at all types of educational concerns from many populations rather than ranking or rating pre-determined lists.
4. The focus is on student needs or deficiencies, not institutional needs.[2]
5. Needs are reported in such a way as to provide maximum assurance that action will occur to meet the need.

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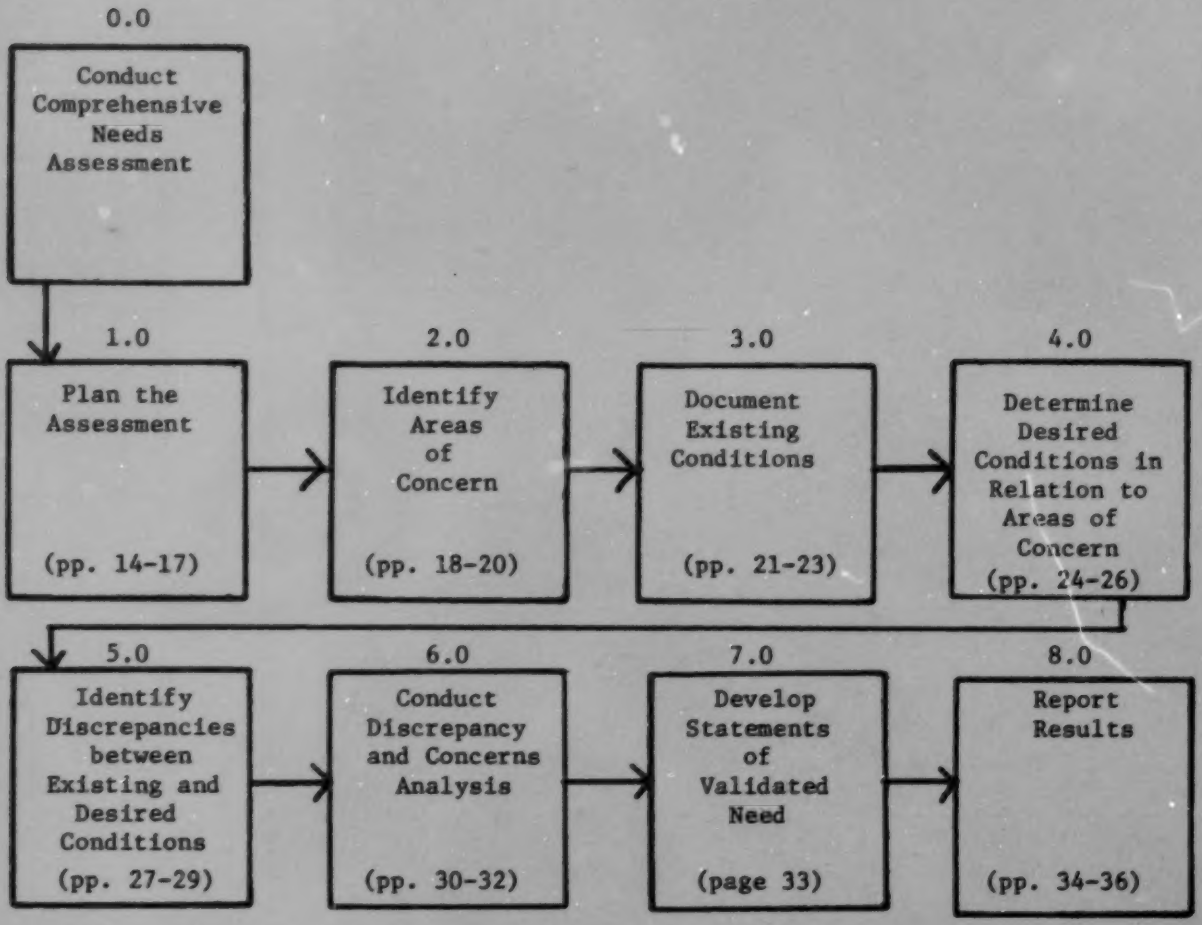
[1] Kaufman, Roger A. and Fenwick W. English, Needs Assessment: A Guide to Improve School District Management. AASA National Academy for School Executives, Arlington, Virginia: 1976.

[2] Institutional needs are usually of consequence only to the extent that they are related to student needs. Other institutional needs, such as those of teachers or the administration, are generally dealt with in planning solutions.

The following material makes a distinction between a "concern" and a "validated need." People have many concerns which are not supported by facts and, hence, are not "needs." The "assessment" part of needs assessment is the process of collecting the data to change an expressed concern into a validated need. These are then rated or ranked according to a pre-determined criteria. This information is designed to help guide educational decision-making. The steps in conducting a comprehensive needs assessment process are charted on the next page.

COMPREHENSIVE NEEDS ASSESSMENT



VALUES OF COMPREHENSIVE NEEDS ASSESSMENT

The rationale for needs assessment has been set forth by Roger Kaufman and Fenwick English.[1]

> "It is a fundamental hypothesis of *needs assessment* that the lack of valid, measurable standards for the schools has resulted in the encapsulation of practices which are frequently dehumanizing and intolerant of learning (perhaps even incompatible with learning) for there exists no set of external criteria by which they can be shown to be incompatible. Currently, we cannot evaluate and revise responsively and humanistically because we do not really know what is to be accomplished, why it should be accomplished, to what extent it should be accomplished, and with whom it should be accomplished."

Dr. Kaufman also lists what comprehensive needs assessment is and what it is not:

WHAT NEEDS ASSESSMENT IS

1. Needs assessment is a process that enables management to differentiate between <u>means</u> and <u>ends</u>.
2. Needs assessment is an aid for educational managers to allow them to identify the legitimate and valid desired ends of the educational process, and then assists in identifying where the "gaps" exist between <u>expected</u> educational achievement and actual educational accomplishment.
3. Needs assessment is a tool to aid in redefining goals or purposes.
4. The interaction involved in needs assessment results in commitment that is instilled because the needs assessment and the educational adventure becomes "ours," not "theirs." Needs assessment is group participation and group contribution.

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[1] <u>Ibid</u>, pg. 16.

5. By establishing a system of priorities, needs assessment gives to the educational program a purpose and design it often lacks. Because our resources are more or less fixed, we cannot place equal emphasis upon all objectives which might be accomplished.

WHAT NEEDS ASSESSMENT IS NOT

1. A needs assessment is not instant validity, instant wisdom, instant reliability, or instant anything.
2. Needs assessment is not a "solutions" assessment.
3. A needs assessment is not a casual affair. It is formal, and it collects attitudinal, value, and performance data. It is not something to be "winged" or used as a public relations gimmick.
4. Needs assessment is not value-free. Values and valuing behavior are critical to human life and human performance, and values are important in a needs assessment.
5. Needs assessment is not a way to circumvent or replace the functions of the board of education, but it is a way to supply board members (and the superintendent and his team) with the data on what it is the schools should be doing (in terms of results; i.e., outcomes).

A MINIMAL NEEDS ASSESSMENT

Because a needs assessment identifies problems, it is an early step in the planning and problem-solving process. However, much educational planning which involves needs assessment shortcuts the process by providing a number of "givens."

For example, persons planning Early Childhood Education projects are "given" areas of concerns, such as:

- young children's reading achievement
- the health of primary school children

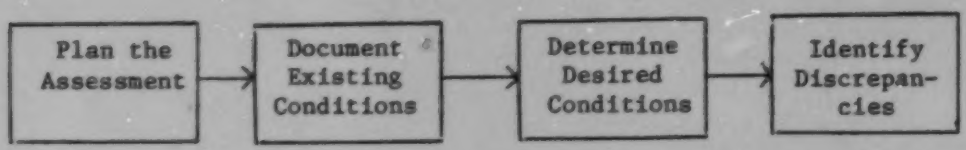
etc.

They are also "given" solutions, such as:

- increased parent involvement
- staff inservice

etc.

It is possible to conduct needs assessment activities using these "givens," but both the scope of the assessment and its complexity are greatly reduced. A minimal needs assessment might include only the major steps listed below.[1]



Use of minimal assessment is sometimes all that time will permit. Often the situation warrants no greater effort. However, the limitations of the shortcut must be recognized. These include:

- lack of involvement of many affected by the assessment
- danger of focus in the wrong areas of concern (the "givens" may not fit the situation
- focus on solutions (means rather than ends)

DETERMINING PRIORITIES

One other aspect which is usually part of the needs assessment process deserves attention at this point - the problem of recommending or setting priorities.

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[1] These refer to steps 1.0, 3.0, 4.0, and 5.0 in the comprehensive assessment plan.

This activity is important because seldom can organizations afford to undertake all that needs to be done. Setting priorities involves three steps:

1. Developing one or more lists of like items to prioritize.
2. Developing explicit criteria by which people can judge where the schools are in relation to the desired condition. This also helps to establish baselines for eventually judging the extent of progress in meeting the need.
3. Determining the criticality[1] of the need in relation to the criteria to provide some indication of the value which the school community places upon elimination, or at least reducing the discrepancy.

There are two approaches to obtaining an indication of the "criticality" of the need. The first approach is to rate each "validated need" against an arbitrary standard. For example, the selected criteria might be the "immediate educational value to the student," or "the degree to which the need relates to the student's success in school during the next term."

A scale for rating each need against this criterion might be:

- high criticality
- moderate criticality
- low criticality

Each participant next rates each item on the list against the three categories: high, moderate, or low. These can be converted to numbers and the scores totaled. (See Form IV on Page 43, and the blank form for obtaining these data on Page 44.)

[1] The term "criticality" should be defined by the needs assessment committee. Usually it is taken to mean the degree to which serious consequences will occur in the near future if the need is not met.

A prioritized list is then made of the items ranked according to the total scores. Although individual item rankings can be obtained, this is not recommended, since the rating was done only in three broad categories. Needs should probably be grouped according to high, moderate, and low.

The second approach is called "ranking." In this process, each participant compares each item on the list with every other item and places them in order. This requires much more precise judgement than rating. Again, the individual rankings can be converted to numbers, which are totaled, and a rank order determined for the group.

So far, we have used only a single criterion. It is possible to use two or three or more, as is done on Page 43. When this is done, the scores may either be combined or considered separately. However, it is always wise to keep in mind that while the mathematics may be precise, there is much subjectivity in the process. Therefore, it is usually preferable to group the needs into the three categories rather than try to give individual item ranking. Examples of ranked and rated lists of "needs" is found on Page 45.

- - - - - - - - - - - - - - - - - -

The results of the needs assessment process should be a report which provides valuable information to the board and administration to help in making decisions. The process and the report should have developed commitment in students, staff, and the community to help resolve high priority needs.

SELECTING A NEEDS ASSESSMENT PROCEDURE OR MODEL

So far, we have discussed what needs assessment is, what it does and does not, and some of the characteristics of comprehensive and minimal procedures. The next step is to select, adopt, or develop the procedure best suited for your purposes.

There are models and materials available "out there." While it is foolish to "reinvent the wheel," it must also be recognized that it is seldom wise to adopt en toto someone else's procedure. Needs assessment is a highly "personal" activity for a school or district.

How do we proceed? The chart on Pages 11 & 12 rates each of eight needs assessment models against 50 characteristics. First, select those characteristics which are of most importance to your assessment. Your list might look like this:

Elementary
Provides method for generating goals
Goals not ranked
Performance data
Concerns analysis
Relates needs to other factors
Ranked list of needs
Written survey
Advisory committees

Next, compare these characteristics against the eight models:

CHARACTERISTICS	Model
6	ACNAM
6	CSE
7	Dallas
7	Educational Systems Associates
5	Fresno
3	PDK
4	Westinghouse
9	Worldwide

It is clear that the Worldwide model has more of the characteristics we want than the others. However, Dallas and Educational Systems Associates come close.

Next, get one or more of the descriptive bibliographies to read more about the models in which you are interested. They contain descriptions such as the following. You may wish to contact schools which have used the models in which you are interested.

MATRIX OF CHARACTERISTICS OF SELECTED NEEDS ASSESSMENT MODELS

NOTE: This analysis is based on inspection of published materials and some case studies. In practice there may be variation.																																		
												GOAL SETTING							METHODS																
	GRADE LEVEL			MATERIALS AVAILABLE								METHOD		KINDS				GOAL RANKING				DETERMINING PRESENT STATUS					IDENTIFYING DISCREPANCIES			ASSIGNING PRIORITIES TO NEEDS		
CHARACTERISTICS / MODELS/APPROACHES	Elementary	Secondary	College	Manual(s)	Survey(s)	Data Forms	Cards for Q-Sorts	Kit of Materials	Audio/Visual Orientation	Instruction for Inservice	Provides Set of Goals	Provides Method for Generating Goals	Process	Outcome	Learner	Institution	Card Sort	Rating Scale	Statistical	Goals Not Ranked	Rating Scales	Performance Data	Demographic, Statistical	Opinion Polls, Surveys	Concerns Analysis	Narrative or Descriptive	Arithmetical Difference Score	Weighted Formulas	Take Top-Ranking Discrepancies	Weighting Procedure	Relates Needs or Discrepancies to Other Factors
ACNAM	•			•	•	•		•												•	•	•	•	•		•						•
CSE	•	•	•	•	•	•	•	•			•	•		•	•		•	•	•			•				•		•		•	•
DALLAS	•	•			•	•	•				•	•	•			•	•	•	•		•	•	•	•		•	•		•		•	•
EDUC. SYSTEMS ASSOC.	•	•		•	•					•		•	•	•	•	•		•			•	•	•	•	•	•	•		•		•	•
FRESNO	•	•		•					•	•		•	•	•			•	•	•						•	•				•		
PDK	•	•		•	•	•	•	•		•	•		•	•	•		•	•	•		•						•	•	•	•	•	
WESTINGHOUSE	•	•	•	•	•						•	•		•	•	•		•			•							•			•	
WORLDWIDE	•	•	•	•				•	•	•		•	•	•	•					•	•	•	•	•	•	•	•	•		•	•	•

From "An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels," by Dr. Belle Ruth Witkin, Alameda County Schools Department, Alameda, California: May, 1975.

MATRIX OF CHARACTERISTICS OF SELECTED NEEDS ASSESSMENT MODELS (Continued)

CHARACTERISTICS / MODELS/APPROACHES	OUTPUT OF THE NEEDS ASSESSMENT					COMMUNICATION OR INTERACTION					LANGUAGE AND CULTURE		SAMPLING GUIDE-LINES	MAJOR COSTS REQUIRED							ESTIMATED TIME SPAN REQUIRED
	Ranked List of Goals	Ranked List of Concerns	Ranked List of Needs or Discrepancies	Statements of Concerns	Profile or Other	Written Survey	Polls or Interviews	Small Group Discussions	Large Conferences	Advisory Committee(s) or Task Forces	Spanish Language Translation	Multicultural Content		Instruments or Materials	Development	Inservice	Data Analysis	Consulting	Management, Personnel	Contract Charge	
ACHAM			●		●	●					●	●	Yes	●			●				1 month
CSE	●		●		●	●							Yes	●			●				2-3 months
DALLAS	●	●	●		●	●	●	●		●		●	No	●	●	●	●		●		15 months
EDUC. SYSTEMS. ASSOC.	●	●	●	●	●	●	●					●	Yes		●			●	●	●	2-3 months
FRESNO	●	●	●	●				●	●	●		●	Yes		●	●			●		2-4 weeks
PDK	●		●					●		●	●		Yes	●							6-12 weeks
WESTINGHOUSE	●		●			●							Yes	●			●	●		●	± 1 month
WORLDWIDE		●	●	●	●	●	●	●	●	●		●	Yes	●	●	●	●	●			2-8 months

DESCRIPTIVE BIBLIOGRAPHIES OF VARIOUS NEEDS ASSESSMENT MODELS

For abbreviated descriptions of various needs assessment models, we suggest the following sources:

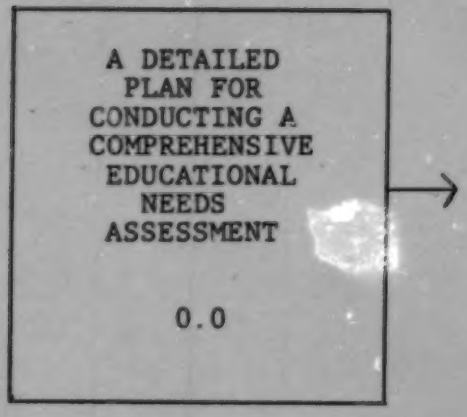
1. Educational Needs Assessment: Abstracts of Models Presented. Alameda County Schools Department, 685 "A" Street, Hayward, California 94541: April, 1976.

2. Needs Assessment in Education: A Planning Handbook for Districts. Division of Research, Planning and Evaluation, New Jersey Department of Education, 225 W. State Street, S. Trenton, New Jersey 08625.

3. Needs Assessment Materials: An Annotated Bibliography, Research Bulletin, Educational Research and Development Council, University of Florida, Gainesville, Florida 32611: 1976.

4. Witkin, Belle Ruth, An Analysis of Needs Assessment Techniques. Alameda County Schools Department, 685 "A" Street, Hayward, California 94541: April, 1976.

You should now be ready to decide on a needs assessment approach for your school or district. The following pages describe a series of steps which appear in the models previously mentioned. In fact, the following may in itself be a model. The various how-to-do-it steps and examples should prove helpful no matter what model is used.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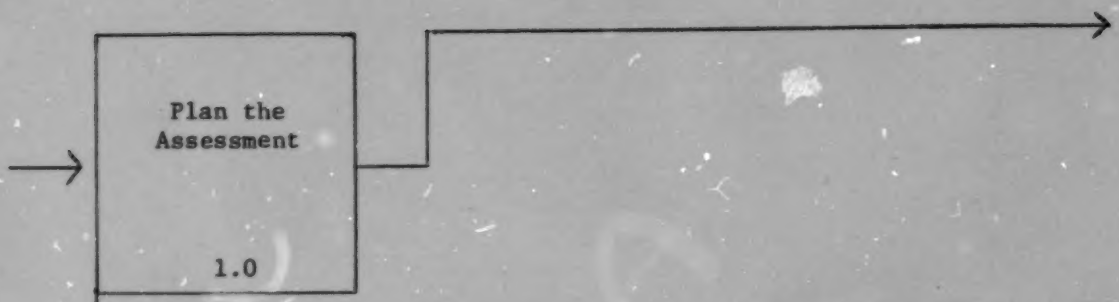


- 1.1 Determine Scope and Purpose of the Assessment
- 1.2 Obtain Approvals and Commitments
- 1.3 Select Assessment Coordinator
- 1.4 Determine Steering Committee Composition, Eligibility, and Selection Procedure
- 1.5 Secure the Steering Committee
- 1.6 Orient and Train Steering Committee
- 1.7 Develop Schedule of Activities (procedure)

1.0 Plan The Assessment [1]

ACTIVITY	COMMENTS
1.1 Determine Scope and Purpose of the Assessment	The authorizing authority delineates the purpose of the assessment; what it is to cover, and what is it not. Example: "To identify the overall needs of the district, but not to develop program objectives." Example: "To identify only specific needs related to components of a Consolidated Application." (A-127)
1.2 Obtain Approvals and Commitments (if this has not already been done in determining the purpose)	Obtain formal authorization, including willingness to allocate resources from the superintendent, principal, board of education, or other sources requesting the assessment. Commitments of cooperation and support by those to be involved are also important; i.e., teachers association, PTA, student body, etc.
1.3 Select Assessment Coordinator	Before the project can proceed, an assessment coordinator must be appointed and a portion of staff time allocated. The coordinator's job is to manage and facilitate the various activities. He may also participate in research and writing connected with the assessment. Clerical service, office space, meeting facilities, and telephones will also be needed. The possible need for outside help; i.e., county office, private consultant, etc., should be recognized.

[1] Assessments may be district-wide or for a single school. While the various steps outlined here are suitable for either, the various assignments and responsibilities will change depending on this factor.

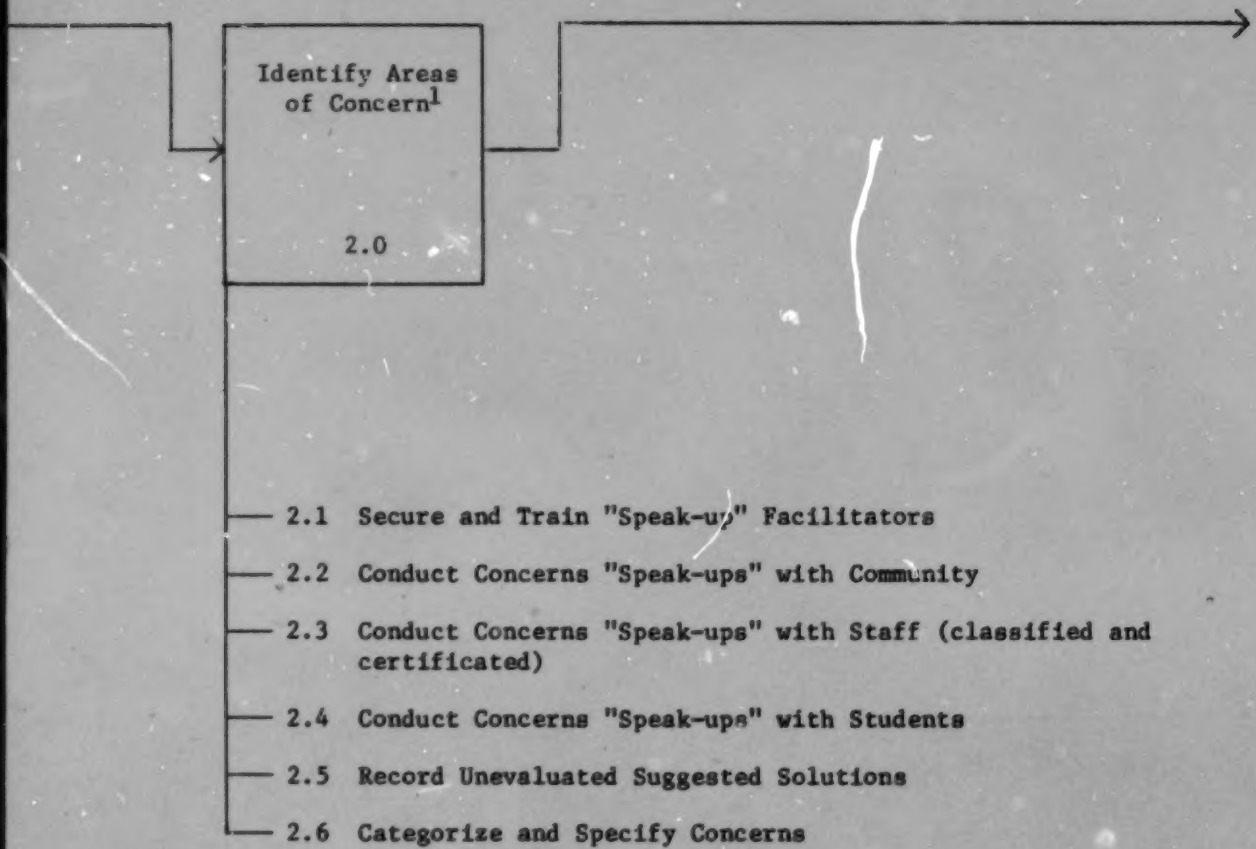
ACTIVITY	COMMENTS
1.4 Determine Steering Committee Composition, Eligibility and Selection Procedure (usually done by the authorizing individual or by government guidelines)	In determining committee composition, several guidelines should be considered: • The committee should be small enough to be effective. • The committee should contain representatives of the major groups to be involved in the assessment and/or in using its results. • The procedure(s) for selecting individuals should be approved by the authorizing agency. Example: "The committee will be composed of six persons; one each from the board (for district needs assessment only), classified staff, certificated staff, student council, PTA board, and the principal or his designate. Each group will select its own representative."
1.5 Secure the Steering Committee	The coordinator nominates a steering committee of 6-8 people composed of community, students, and staff representatives. The responsibility for this committee is to provide the leadership and overall coordination of a needs assessment and to assure quality in the outcome. The membership should be approved by the authorizing body. This is sometimes called the "quality assurance committee."[1]
1.6 Orient and Train Steering Committee	Orient the school committee to the total task including: (a) purposes and concepts; (b) key implementation tasks to be performed; (c) responsibilities and limitations of the committee.[2]

[1] See Form IX, Page 50.

[2] See Form X, Page 51.

ACTIVITY	COMMENTS
1.7 Develop Schedule of Activities (procedure)	The assessment coordinator should develop the schedule of activities (many of which are covered in this plan) and should include: • What needs to be done • Who is responsible • What help is needed • By when it is to be completed • What are criteria for acceptable completion.[3]

[3] See Form XI, Page 52.


Identify Areas of Concern[1]
2.0
2.1 Secure and Train "Speak-ups" Facilitators
2.2 Conduct Concerns "Speak-ups" with Community
2.3 Conduct Concerns "Speak-ups" with Staff (classified and certificated)
2.4 Conduct Concerns "Speak-ups" with Students
2.5 Record Unevaluated Suggested Solutions
2.6 Categorize and Specify Concerns

[1]The areas of concern are sometimes given in advance. In such cases, the needs assessment can be minimal. It becomes largely documentation of pre-determined concerns. The limitations of this shortcut process were noted on Page 6.

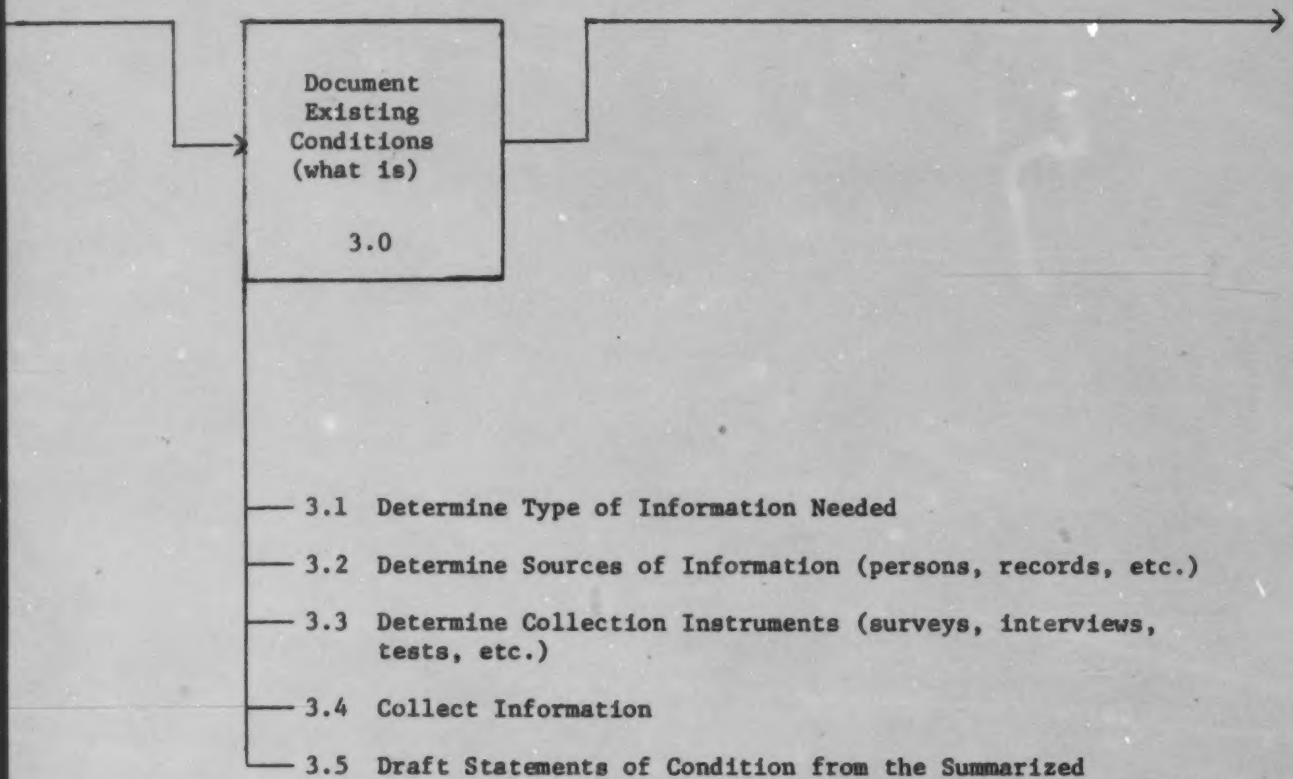
2.0 Identify Areas of Concerns

ACTIVITY	COMMENTS
2.1 Secure and Train "Speak-up"[1] Facilitators	Facilitators may be obtained from students, staff, community or parents or outside organizations such as county offices. Persons in positions of authority are not necessarily those who make good facilitators. Orient facilitators to: • Focus on concerns, not solutions • Record statements as closely as possible to what was said by the participant. • Clarify what specifically is meant by the participant's statement • Allow each person an opportunity to speak • Place no judgement on statements • Provide no answers or justifications to concerns listed • Record separately solutions that may be suggested • Record each concern on newsprint in print that can be read across the room
2.2 Conduct Concerns "Speak-ups" with Community	Conduct "speak-ups" (planned meetings in which a group of individuals indicate their concerns about the school and its program). In the event that the development of goals is part of the needs assessment procedure, drafts of goal statements can be obtained from the same groups, often at the same time.

[1] "A needs assessment done by the teachers alone, or by the learners alone, or by the community separately, will be biased. The involvement and commitment of all the groups are important to the success of such a venture." (Roger Kaufman and Fenwick W. English) See Example XII, Page 54, and Form XIII, Page 55.

ACTIVITY	COMMENTS
2.3 Conduct Concerns "Speak-ups" with Staff (classified and certificated)	Conduct "speak-ups" with classified and certificated staff members. Involve all staff.
2.4 Conduct Concerns "Speak-ups" with Students	Conduct "speak-ups" with students. Involve as many students as is practical; don't stop with only the student council. For obvious reasons, it is often wise for teachers not to facilitate their own class "speak-ups."[1]
2.5 Record Unevaluated Suggested Solutions	When a suggested solution is given, the facilitator should record it, without making comment or allowing discussion as to its value and/or feasibility. This comes later. Example: "The bell schedule should be changed." Example: "Provide more hall patrols."
2.6 Categorize and Specify Concerns	• Collect the list of concerns from each facilitator • Have each concern read and explained • Collect statements of concerns on one master list • Try to reflect each concern in the master list

[1] See Form XIV, Page 56.

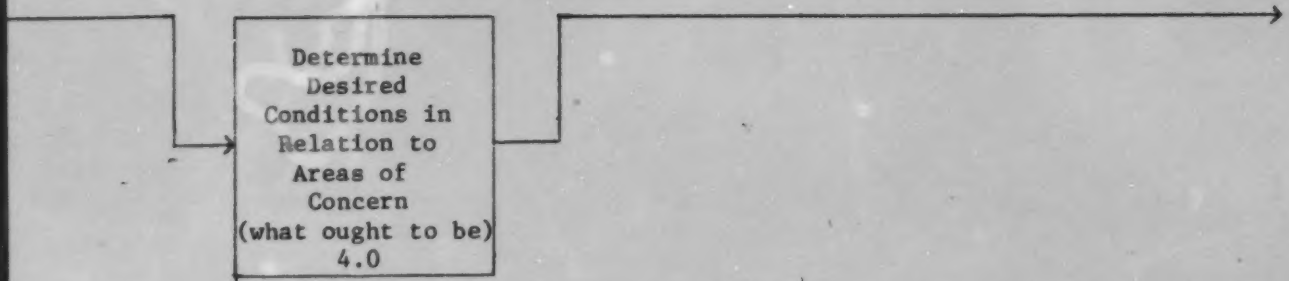

Document
Existing
Conditions
(what is)
3.0
3.1 Determine Type of Information Needed
3.2 Determine Sources of Information (persons, records, etc.)
3.3 Determine Collection Instruments (surveys, interviews, tests, etc.)
3.4 Collect Information
3.5 Draft Statements of Condition from the Summarized Information

3.0 Document Existing Conditions (What Is)

ACTIVITY	COMMENTS
3.1 Determine Type of Information Needed	Example: Determine if we need: • Information on vandalism • Parent opinions about school achievement • Student test data etc. Example: "We need information about the actual incidence of student violence and the perceptions of students, parents, and staff concerning that violence." [1]
3.2 Determine Sources of Information (persons, records, etc.)	Example: "We will examine school records and conduct surveys of parents, students, and staff."
3.3 Determine Collection Instruments (surveys, interviews, tests, etc.) (See Appendix, Forms I and II, for sample questionnaires, pages 38-40, and Forms V, VI, and VII on Pages 46-48. Other types of data are shown on page 49. Note: It is in this function that surveys play a vital role. The questionnaire is <u>not the needs assessment</u>, only one means of collecting information	Information may be collected by: • Standardized tests • Criterion referenced tests • Questionnaires and surveys • Interviews • Observations • Unobtrusive measures Example: "The incidents of actual violence will be obtained from the vice principal's records (an unobtrusive measure). The perceptions of people will be determined by surveys of students and staff."
3.4 Collect Information	Who is to collect what data, and when.

[1] See Form XV, Page 57.

ACTIVITY	COMMENTS
3.5 Draft Statements of Existing Conditions from the Summarized Information	Example: "Violence has increased from 5 reported cases in 1975 to 25 cases in 1976. Student and staff surveys show a high degree of concern over the acts of violence at the school; 58% by staff, 43% by students."



- 4.1 Appoint Broad-based Needs Assessment Committee (a separate goal-setting committee may be appointed if school or district goals are to be developed)
- 4.2 Orient the Needs Assessment Committee
- 4.3 Determine the Process for Arriving at Statements of Desired Conditions
- 4.4 Examine Existing School and/or District Statements of Philosophy and Goals
- 4.5 Generate and Record other Relevant Statements of Values and Beliefs
- 4.6 Select or Draft Statements of Desired Conditions in Accordance with the Agreed-upon Process (4.3)

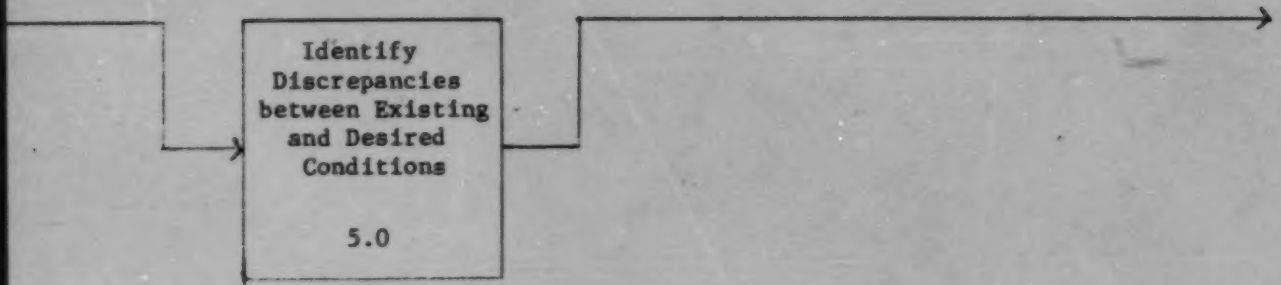
4.0 Determine Desired Conditions In Relation To Areas Of Concern (What Ought To Be)

	ACTIVITY	COMMENTS
4.1	Appoint Broad-based Needs Assessment Committee	Appoint a needs assessment committee. This committee should be composed of a cross-section of members of the school-community. It should be larger and more representative than the steering committee, but not exceed 35-40 individuals. Representation should be included for such factors as ethnic background, sex, age, geographical location, occupation, parents or non-parents, etc. This is a crucial step. Representation on this committee must be appropriate for its purpose.
4.2	Orient the Needs Assessment Committee	Explain steps already taken, tasks to be completed, skills and resources needed, and schedules to be met.
4.3	Determine the Process for Arriving at Statements of Desired Conditions	Decide where the committee will obtain raw data on desired conditions. From the members? From others? Decide how decisions will be made. By voting? By consensus?, etc.
4.4	Examine Existing School and/or District Statements of Philosophy and Goals	Make sure existing statements are readily available and copies are made in sufficient numbers for review.
4.5	Generate and Record Other Relevant Statements of Values and Beliefs	Examples of such statements are: • "Students involved in violence should be helped through counseling, parent conferences, etc." • "Students should develop skills to get along with others (school goal)."

ACTIVITY	COMMENTS
	• "All school facilities (including restrooms) should be made safe for students." • "There should be a functioning grievance system." • "Students should have a major responsibility for solving this concern." • "Students should be encouraged to report acts of violence."
4.6 Select or Draft Statements of Desired Conditions in Accordance with the Agreed-upon Process (4.3)	Statements might read like: • "All students and staff will feel safe from molestation by others on campus." • "Even in crisis situations, students refrain from physical violence to resolve problems."

Study Of Futures

A few forward looking areas such as Fort Worth-Dallas and Palo Alto are including a study of "futures" in their assessment of needs. This process involves a look at what the community will probably be like at some future time, such as 1985 or 2000. Results of such a study are used to help determine "what ought to be" or the "desired condition." If a comprehensive needs assessment is to be done, we recommend incorporating a study of futures.



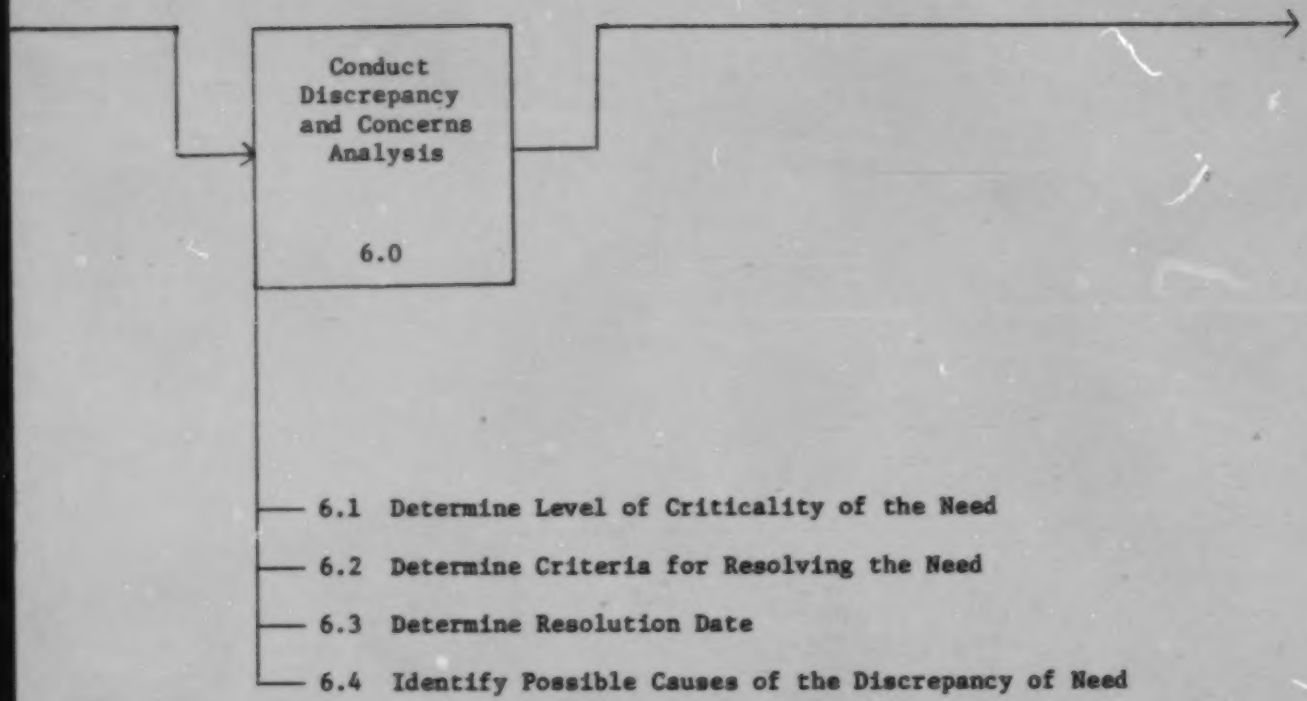
- 5.1 Match Information about Existing Conditions to Statements of Desired Conditions (existing records, survey results, etc.)
- 5.2 Examine Statements Related to Each Concern to See That They Are Stated in Such a Way That the Discrepancy Can be Determined
- 5.3 Modify Statements of Existing and Desired Conditions, if Necessary
- 5.4 State Discrepancy

5.0 Identify Discrepancies Between Existing And Desired Conditions

(See Form III, Page 41)

ACTIVITY	COMMENTS
5.1 Match Information about Existing Conditions to Statements of Desired Conditions (existing records, survey results, etc.)	A concern might be stated, "There is an inordinate amount of violence on campus." The data might appear as follows: Survey Results: Parents - 77% indicated that violence is a serious problem. 40% indicated no improvement during the last year. Teachers - 58% indicated that violence is a serious problem and that they do not feel safe on campus. 45% indicated no improvement. Students - 43% indicated that violence is a serious problem and that they do not feel safe on campus. 47% indicated no improvement. School Data: In 1974-75 there were 25 reported incidents of violence between students and 2 involving teachers. 7 of these resulted in known bodily injury, of which 2 were considered "serious." All resulted in suspension for a total of 206 student days - 6 resulted in expulsion.

ACTIVITY	COMMENTS
5.2 Examine Statements Related to Each Concern to See That They Are Stated in Such a Way that the Discrepancy Can be Determined	Example: Stated as a desired condition, "All students and staff should feel free from bodily harm when attending school."
5.3 Modify Statements of Existing and Desired Conditions, if Necessary	The statement of concern in 5.1 and the facts given can be matched with the statement of desired conditions in 5.2 so that a discrepancy can be identified.
5.4 State Discrepancy	Example: "Since 100% of the students and staff should feel safe on campus, and since between 43% of the students and 58% of the staff do not feel safe, there is a discrepancy of approximately 50%." The need then is "to reduce the current unacceptable incidence of violence on campus."


Conduct Discrepancy and Concerns Analysis
6.0
6.1 Determine Level of Criticality of the Need
6.2 Determine Criteria for Resolving the Need
6.3 Determine Resolution Date
6.4 Identify Possible Causes of the Discrepancy of Need

6.0 Conduct Discrepancy And Concerns Analysis

ACTIVITY	COMMENTS
6.1 Determine Level of Criticality of the Need (i.e., high, moderate, low) (see Pages 6-8, 45)	Example: Level of Criticality: "It was the consensus of the needs assessment committee that the need to reduce the incidence of violence on campus is extremely critical."
6.2 Determine Criteria for Resolving the Need (refer to desired condition)	There is an unacceptable amount of violence on campus. This need will be considered resolved when: • 85% of the students feel safe, as determined through a student and faculty survey. • 100% of the faculty feel safe on campus as determined by a survey. • Reported incidents of violence, bodily injury and days of suspension due to violence are reduced by 50%. • 85% of the students, as determined by a survey, feel that they have adequate opportunity to resolve grievances.
6.3 Determine Resolution Date	Date of Resolution: Initial program should be instituted by September, 1976. There should be definite improvement by February, 1977, and all criteria should be met by June, 1977.

ACTIVITY	COMMENTS
6.4 Identify Possible Causes of the Discrepancy or Need	When filling out the A-127, this is a <u>required</u> item. In planning to meet the needs in relation to other school problems, it is a highly <u>desirable</u> step. Many clues can be found in the "suggested solutions." For example, contributing causes to student violence might be judged by the committee to be: • Overcrowding in the school • Lack of hall patrol • Compulsory school attendance • Poor school spirit • Absence of means of resolving student grievances etc.

It is now possible to put all parts of the needs statement together to form a "validated" need.

Validated Need: There is a large (approximately 50%) discrepancy between the feelings of safety on campus by students and staff, and a desired condition where all would feel safe. There is, therefore, the necessity to reduce the current unacceptable incidence of violence on campus. This need to feel more safe will be considered resolved when:

- 85% of the students feel safe, as determined through a student and faculty survey.
- 100% of the faculty feel safe on campus as determined by a survey.
- Reported incidents of violence, bodily injury and days of suspension due to violence are reduced by 50%.
- 85% of the students, as determined by a survey, feel that they have adequate opportunity to resolve conflicts between students.

Level of Criticality: It was the consensus of the needs assessment committee that this need is extremely critical.

Date of Resolution: Initial program should be instituted by September, 1976. There should be definite improvement by February, 1977, and all criteria should be met by June, 1977.[1]

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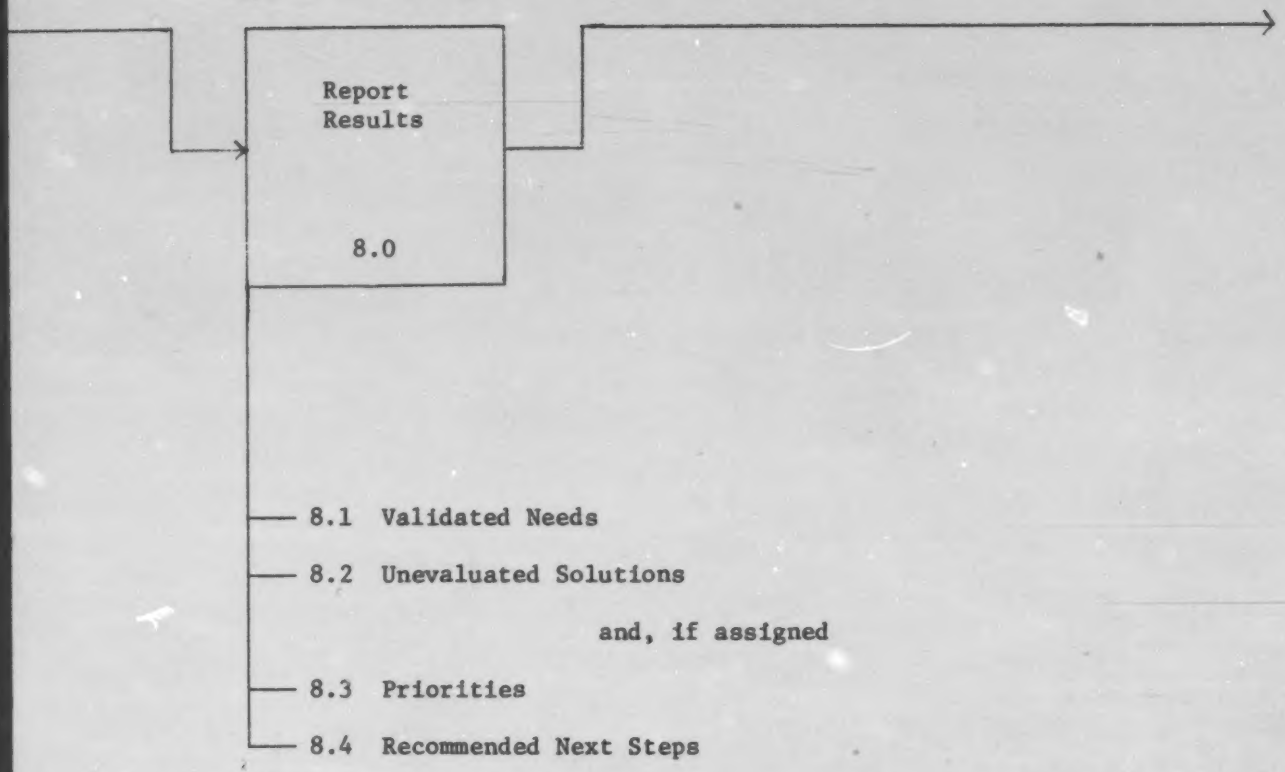
[1] See Example XVI, Pages 58-61.


Report
Results
8.0
8.1 Validated Needs
8.2 Unevaluated Solutions
and, if assigned
8.3 Priorities
8.4 Recommended Next Steps

8.0 Report Results[1]

ACTIVITY	COMMENTS
8.1 Validated Needs	Some of the original "concerns" have now become validated needs and can be stated as on Page 33.
8.2 Unevaluated Solutions	During discussions of needs and concerns, participants inevitably suggest solutions. Determining solutions is not a usual function of the needs assessment committee. However, to avoid losing good ideas, and to preclude lengthy discussions, it is wise to simply record the proposed solutions and report them as an unevaluated list. Such a list might look like the following: POSSIBLE SOLUTIONS FOR VIOLENCE: 1. Review overcrowding as a solution to violence 2. Build up school spirit 3. Parents should pay for injuries 4. Try to punish only offenders - not all students 5. More people patrolling the halls 6. Try for non-compulsory attendance 7. Consider one high school a college preparation school

[1] See Example XVII, Page 62.

ACTIVITY	COMMENTS
8.3 Priorities	The authorizing body may want the committee to recommend priorities. If so, the committee should undertake this task as a distinct function. The assignment means much more than deciding what is "important." It means recommending that resources in effect be shifted from one program to another. True priority setting is a refinement of the processes for determining criticality presented on Pages 6-8 and 45. A blank rating sheet for priorities is on Page 44 and a filled out example is on Page 43. The process for systematically setting priorities is covered in other publications of the San Mateo County Office of Education.
8.4 Recommended Next Steps	Needs assessment is one of the early steps in comprehensive planning. The committee may be asked to recommend next steps which should be taken. If so, they may recommend actions like: • Establish a long-range planning committee • Assign planning responsibilities • Develop action plans or solutions for the resolution of each need etc.

In Conclusion

Conducting formal needs assessment is usually not an ongoing process. However, it should be done on a regularly scheduled basis to provide information to aid in planning and decision-making.

A needs assessment committee is not a second school board. When the assigned work has been completed, the service of the committee(s) should be recognized and its report acted upon (that's important). Then the committee should be disbanded. This is one of the best ways of ensuring interest by committee members in participating in a future assignment.

APPENDIX

Form I (a)

Sample Needs Assessment Questionnaire

Dear Parents and Citizens of Burlingame:

Attached is a survey form which is designed to solicit your opinions of what Burlingame Intermediate School is or is not doing for its students. This survey was developed by a Needs Assessment Steering Committee and is a compilation of stated concerns brought to our attention by parents, community members, teachers, classified personnel, and students. Your response to the questionnaire will help us in validating the stated concerns. A summary of the responses will be published in the Committee's report and will be available at my office.

Please complete this questionnaire at your earliest opportunity. It may be returned directly to my office with your youngster or mailed to: Burlingame Intermediate School, 1715 Quesada Way, Burlingame, CA 94010.

Our Committee will need the return of all questionnaires prior to Friday, January 21, 1977.

Very truly yours,

Dick Noonan
Principal

Needs Assessment Steering Committee Members:

Joe Becerra, Teacher
Bob Costa, Teacher
Dick Coste, Counselor
Trudy Felion, Chairperson, Parent
Barbara Gillespie, Parent
Jody Howell, Parent
Kirsten Legallet, Parent
Lida Lim, Teacher
Claire MacNeil, Parent
Dick Noonan, Principal
Joan Post, Parent
Evie Strasser, Classified Empl.
Barbara Parsons - ad hoc, Parent
Elaine Wurtz - ad hoc, Parent

Randall Cognetta, County Office Consultant

January, 1977

Form I (b)

Sample Needs Assessment Questionnaire

GENERAL INFORMATION: Please circle answers

1. Do you have youngsters who are currently enrolled in either public or private schools? Yes No

2. If the answer to the above is yes, please circle the grade(s) in which you have student(s) enrolled.

K 1 2 3 4 5 6 7 8 9 10 11 12 and up

ITEMS RESPONSE: Please place a check mark (✓) in the column which best indicates your agreement/ disagreement with each statement.

Also, space is provided for your comments/suggestions.

COMMUNICATIONS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO JUDGE	COMMENTS/SUGGESTIONS
13. Parents are notified about their children's learning problems early enough to be of help.						
14. Report cards and progress reports provide parents with enough information about student progress.						
15. Parents are informed by Burlingame Intermediate School about the content of the various class offerings.						
16. Burlingame Intermediate School provides students with a smooth transition from the elementary school to Burlingame Intermediate School.						
17. Burlingame Intermediate School provides students with a smooth transition from Burlingame Intermediate School to high school.						
18. Students at Burlingame Intermediate School have the opportunity to communicate their concerns to teachers.						
CURRICULUM						
19. The electives offered provide sufficient choices to meet the students' needs.						
20. The educational needs of the average student are being met.						
21. The educational needs of the more able student are being met.						
22. The educational needs of the slow learner are being met.						

Form II

Sample Needs Assessment Questionnaire

GENERAL INFORMATION: Please circle:

- the grade(s) in which you have a child(children) currently enrolled. K 1 2 3 4 5 6 7 8

ITEMS RESPONSE: Please check in the appropriate space.

- Respond twice to each item: Column I - the degree of your agreement/disagreement with the statement.
  Column II - your opinion of the importance.

Also, space is provided for your comments/suggestions.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	LACK INFO TO JUDGE		CRITICAL	IMPORTANT	NOT IMPORTANT	LACK INFO TO JUDGE	COMMENTS/ SUGGESTIONS (please specify number)
PARENT INVOLVEMENT/EDUCATION											
1. Parents share their talents in the classroom.											
2. Parents participate in planning the educational programs for the schools.											
3. Special training/workshops for parents on how to help children at home are provided.											
4. Parents are informed by the school's staff about current educational developments.											
STAFF DEVELOPMENT											
5. Teachers at El Granada make use of new programs and materials.											
6. Teachers at El Granada are generally aware of the social/emotional problems of students.											
7. Teachers are given adequate time each month to attend meetings/workshops designed to improve instruction.											
8. The teaching staff at El Granada is performing effectively.											
9. The teacher evaluation process is functioning effectively.											

California State Department of Education
721 Capitol Mall, Sacramento, CA 95814
Form A-127ES (Rev. 11-76)

School District

Form III

Component Planning Page Of The Consolidated Application

Assessment of Need

Observation of discrepancy

Grades or levels served (A)	Existing condition (What is) (B)	Desired condition (What should be) (C)	Discrepancy (What the difference is) (D)	Analysis of discrepancy (E)
43				

THIS IS ONE OF THE PAGES TO BE COMPLETED IN THE CONSOLIDATED APPLICATION A-127ES. ON THE BACK ARE PARTIAL INSTRUCTIONS FOR COMPLETION. THE ABBREVIATED NEEDS ASSESSMENT PROCEDURE DESCRIBED IN THIS MONOGRAPH IS ADAPTABLE TO COMPLETION OF THIS FORM. GUIDELINES ALREADY STATE THE AREAS OF CONCERN.

52

53

Instructions for Pages 5 and 5.1

Phase I of the Planning Process: Development of Instructional Components

(Language development, reading, mathematics, multicultural education, and optional instructional components)

Review the authorizing legislation, regulations, guidelines, and State Department of Education memoranda for each funding source regarding program concept, intent, and requirements.

1. Assessment of need: The assessment of need is a four-step procedure for organizing school community information. The procedure begins with the collection, examination, and synthesis of information. The synthesized information is then used in the instructional components to describe (1) "what is" in terms of student performance; (2) "what should be" in terms of student performance; (3) "what the difference is" between "what is" and "what should be"; and (4) why that difference exists. While the first three steps relate to student performance as learners, the fourth step involves an analysis of all other aspects of the school community, such as institutional conditions (adequacy of time, materials, teaching strategies, organization of space, and so forth) and attitudinal conditions (staff, student, and parent interest and motivation) to determine why the desired level of student performance has not been attained.

   The thoroughness with which school community information is collected and analyzed in the assessment of need will determine whether or not the program will be of maximum benefit to the students.

   Assess instructional needs on a component-by-component basis:

   a. Collect, examine, and synthesize the most recent student performance data by student group, grade level, or grade span. Use data from standardized tests and criterion-referenced tests, teacher observation, and other pertinent information about students. Then write a description of the existing conditions ("what is") in column B.

   b. Determine the desired level of student performance from the existing conditions and from knowledge of the potentialities and constraints within the school community. Describe the desired condition ("what should be") in column C. If there is more than one desired condition in each component, list and number those conditions in order of priority. The desired condition should reflect the level of performance that parents and staff believe should be and can be attained. In some cases the condition can be reached by the end of the program year; in others the condition may not be reached in less than two or three years. The level of performance expressed in the desired condition should be considered reachable and should be written in the same terms as the existing condition. Goal statements such as those used for long-range district goals can provide general direction to schools, but they are stated in terms that are too broad to specify level of performance. Such goal statements are valuable in considering priorities among desired conditions but are not appropriate in a school-level plan.

   c. Compare the existing level of student performance with the desired level of student performance, and describe the discrepancy, or difference, in column D. If there is no difference between existing and desired conditions, no discrepancy exists. In that case columns D and E may be marked "Not Applicable" ("N/A"), and the performance objective in column F should be written to maintain the present level of performance. *NOTE:* If column D is marked "Not Applicable," the school is encouraged to use column E to describe the essential reason(s) that the desired condition is currently being attained.

   d. Analyze the discrepancy between existing and desired levels of student performance to determine *why* the discrepancy exists.

      Try to identify the primary cause(s) of the discrepancy. Primary causes are those factors that underlie, trigger, or perpetuate conditions that prevent attainment of the desired condition.

      The primary cause(s) of the discrepancy may result from problems in one or more of the following categories:

      - Skill or knowledge (of the staff or the students)
      - Motivation or incentive (of the staff, the students, or the parents)
      - Physical environment

Form IV (a)

Ratings Of Concerns By The Administrative Staff Of A School District

PROBLEM OR ISSUE	Criticality		Attainability		Long-Range Significance		Emotional Impact		TOTAL	
	Total Score	Rank	Total Score	Rank	Total Score	Rank	Total Score	Rank	Score	Rank
1. Duplication facilities	15*	1	18	2	29	14	15	1.5	77	4
2. Administrative relationships with Teachers Association	23	8.5	30	13	17	7.5	21	6.5	91	9
3. Communications and feedback system	23	8.5	22	6	16	5	22	8	83	6
4. Staff morale	19	3.5	23	7	15	2.5	16	3	73	2
5. Reading improvement	21	5.5	21	4.5	15	2.5	21	6.5	78	5
6. Teacher-Parent relationships	32	14	26	11.5	19	10.5	23	9.5	100	12
7. Maintenance of buildings	27	11	25	9	19	10.5	30	13	101	13
8. Evaluation of programs	19	3.5	21	4.5	16	5	19	15	75	3
9. Staff evaluation	18	2	18	2	14	1	15	1.5	65	1
10. Achievement test scores	21	5.5	27	12	16	5	23	9.5	87	8
11. How to involve community	31	13	25	9	22	13	29	12	107	14
12. Budget priorities	26	16	25	9	18	9	25	11	94	10
13. Planning inservice	29	12	18	2	20	12	31	14	98	11
14. Goals and objectives	22	7	26	11.5	17	7.5	18	4	83	6

Using these two criteria, give each service a "1," "2," or "3" rating with "1" meaning high priority or appropriateness and "3" low priority or appropriateness. Lowest total score receives the highest rank.

Form IV (b)

Ratings Of Concerns By The Administrative Staff Of A School District

PROBLEM OR ISSUE	Criticality		Attainability		Long-Range Significance		Emotional Impact		TOTAL	
	Total Score	Rank	Total Score	Rank	Total Score	Rank	Total Score	Rank	Score	Rank
1. Duplication facilities										
2. Administrative relationships with Teachers Association										
3. Communications and feedback system										
4. Staff morale										
5. Reading improvement										
6. Teacher-Parent relationships										
7. Maintenance of buildings										
8. Evaluation of programs										
9. Staff evaluation										
10. Achievement test scores										
11. How to involve community										
12. Budget priorities										
13. Planning inservice										
14. Goals and objectives										

Using these two criteria, give each service a "1," "2," or "3" rating with "1" meaning high priority or appropriateness and "3" low priority or appropriateness. Lowest total score receives the highest rank.

Example

Determining Priorities Among Needs

Criticality Ratings

Need	Composite Rating
To feel safe on campus.	High criticality
To be prepared for a job.	
To have respect for others.	
To become "turned on" to school.	
To increase feelings of self-respect.	Moderate criticality
To be competent in basic skills.	
To develop a sense of values.	
To develop a sense of responsibility to the community.	Low criticality
To develop multi-cultural awareness.	

- - - - - - - - - - - - -

Criticality Ranking

Need		Composite Rating
To feel safe on campus.	1.	(highest criticality)
To be prepared for a job.	2.	
To have respect for others.	3.	
To become "turned on" to school.	4.	
To increase feelings of self-respect.	5.	
To be competent in basic skills.	6.	
To develop a sense of values.	7.	
To develop a sense of responsibility to the community.	8.	
To develop multi-cultural awareness.	9.	(lowest criticality)

Form V
Cognitive Pupil Skills

PRESCHOOL NEEDS ASSESSMENT QUESTIONNAIRE

CHECK ONE OF THE FOLLOWING: ___MOTHER ___FATHER OF A CHILD IN PRESCHOOL ___PRIMARY TEACHER
___MOTHER ___FATHER OF A CHILD NOT IN PRESCHOOL ___OTHER

INSTRUCTIONS:

In column "A" circle the number which best indicates your opinion as to the degree to which the average four-year old, in this school area, who has not had formal school training, has each of the qualities or skills listed below.

In Column "B" circle the number which best indicates your feelings about how important it is for each child to have this quality or skill at the time they enter kindergarten.

Circle "0" if you have no knowledge or opinion.
Remember, circle one number in each column.

	A: TO WHAT DEGREE DOES THE AVERAGE FOUR-YEAR OLD HAVE THIS QUALITY OR SKILL? (Circle a number)					B: THE IMPORTANCE OR NON-IMPORTANCE OF THIS QUALITY OR SKILL				
	HASN'T →			HAS	NO OPINION	IS NOT IMPORTANT →			IS IMPORTANT	NO OPINION
EXAMPLE: Can pound nails (Checking these two numbers indicates your feeling that most four-year olds can pound nails, but that you don't think this is an important skill to have when they enter kindergarten.)	1	2	3	(4)	0	(1)	2	3	4	0
Vocabulary Development										
Can correctly name 5 colors (blue, red, etc.)	1	2	3	4	0	1	2	3	4	0
Can name correctly 10 common household items (stove, rug, etc.)	1	2	3	4	0	1	2	3	4	0
Can point to and name 10 body parts	1	2	3	4	0	1	2	3	4	0
Uses position words (over, under, beside, etc.)	1	2	3	4	0	1	2	3	4	0
Can name 5 types of community helpers (policeman, fireman, etc.)	1	2	3	4	0	1	2	3	4	0
Can name 5 fruits and vegetables	1	2	3	4	0	1	2	3	4	0

Form VI
Teacher Characteristics

PRESCHOOL NEEDS ASSESSMENT QUESTIONNAIRE

INSTRUCTIONS:

In column "A" circle the number which indicates your opinion as to the degree to which most primary or pre-school staff members exhibit the qualities or skills listed below.

In column "B" circle your feelings as to how important it is for the staff to have these qualities or skills.

Circle "0" if you have no knowledge or opinion on the matter.

	A — STAFF MEMBERS EXHIBIT THESE QUALITIES OR SKILLS					B — THE IMPORTANCE OF THESE QUALITIES OR SKILLS				
	DO NOT	→	→	DO	NO OPINION	IS NOT	→	→	IS	NO OPINION
Teachers and Aides										
Likes and enjoys children	1	2	3	4	0	1	2	3	4	0
Understands children's behavioral growth stages	1	2	3	4	0	1	2	3	4	0
Is considerate of children's feelings	1	2	3	4	0	1	2	3	4	0
Uses techniques of good discipline	1	2	3	4	0	1	2	3	4	0
Provides many different learning experiences	1	2	3	4	0	1	2	3	4	0
Knows subject matter being taught	1	2	3	4	0	1	2	3	4	0
Works harmoniously with parents and other adults	1	2	3	4	0	1	2	3	4	0
Gives helpful ideas and suggestions to parents	1	2	3	4	0	1	2	3	4	0

Form VII
Affective Pupil Qualities

PRESCHOOL NEEDS ASSESSMENT QUESTIONNAIRE

INSTRUCTIONS:

In column "A" circle the number which best indicates your opinion as to the degree to which the average four-year old, in this school area, who has not had formal school training has each of the qualities or skills listed below.

In column "B" circle the number which best indicates your feelings about how important it is for each child to have this quality or skill at the time they enter kindergarten.

Circle "0" if you have no knowledge or opinion. Remember, circle one number in each column.

	A — TO WHAT DEGREE DOES THE AVERAGE FOUR-YEAR OLD HAVE THIS QUALITY OR SKILL?					B — THE IMPORTANCE OR NON-IMPORTANCE OF THIS QUALITY OR SKILL				
	HASN'T	→		HAS	NO OPINION	IS NOT	→		IS	NO OPINION
Emotional/Social Development										
Gets along with other children	1	2	3	4	0	1	2	3	4	0
Shows concern for others' feelings	1	2	3	4	0	1	2	3	4	0
Has a good opinion of his own abilities and actions	1	2	3	4	0	1	2	3	4	0
Can handle own strong feelings without explosion	1	2	3	4	0	1	2	3	4	0
Accepts limits on "acting out" of feelings	1	2	3	4	0	1	2	3	4	0
Follows directions and requests from adults	1	2	3	4	0	1	2	3	4	0

Form VIII

Examples Of Some Non-Test Indicators Of Educational Achievement[1]

	Indicator	Range of Grades	Source	Method of Determining Age*	Related Educational Field
1.	Incidence of accidental poisonings	K-6	Hospital emergency room records, hospital admissions, coroner's reports	a	Safety practices
2.	Incidence of venereal disease	6-12	Health department records	a	Preventive medicine, sex education
3.	Incidence of arithmetic errors on tax forms	9-12	State and Federal income tax agencies	a	Basic arithmetic skills
4.	Rate of admission to local art museum	K-6	Museum's admission counts for children 12 or under	b	Art appreciation
5.	Proportion with cards at public library	3-12	Library records	d	Reading
6.	Incidence of arrest for various kinds of crime	6-12	Police records	a	Citizenship
7.	Purchase of science kits and books designed for children	3-8	Manufacturers' sales records, local distributors' sales records	c	Science
8.	Participation in clean-up-the-environment volunteer efforts	3-12	Records of volunteer club or agency	d	Ecology, citizenship
9.	Incidence of traffic accidents	10-12	Police records	a	Driver education
10.	Number of semi-annual dental checkups	K-12	Dentists' records	a	Preventive medicine
11.	Incidence of obesity	K-6	School health clinic records, doctors' records	a	Preventive medicine
12.	Performance on Civil Service exam	9-12	Civil Service exam records	a	Alphabetizing, chart and graph reading
13.	Registering to vote	12-(14)	Voter registration records	a	Citizenship
14.	Awards of Red Cross life-saving baiges	7-12	Records of local training programs	a	Physical education, safety practices
15.	Participation in environmental and outdoor clubs for children	2-8	Rolls of Scout and similar groups	b	(Many related areas)
16.	Attending educational movies for children	2-6	Admission records for children	b,c	(Depends on content)
17.	Use of soap from dispensers in school lavatories	K-12	School purchase records	c	Hygiene

* a = date of birth or age associated with records
b = participation limited to a particular age range
c = participation would primarily include a particular age range
d = comparison against school rolls

[1] Kevin Gilmartin and Robert Rossi, *Increasing the Validity of Program Evaluation in Schools: The Use of Non-Text Indicators of Education Achievement*, American Institutes for Research, P.O. Box 1113, Palo Alto, CA, p. 15.

Form IX
Steering Committee

NAME	POSITION	PHONE NUMBER

CHAIRPERSON:

SECRETARY:

Form X
Inservice Agenda

FIRST DAY - June 8, 1977		8:45 - 4:00
Rationale Role of Consultant	-- Don Halverson	8:45 - 9:15
Needs Assessment process (General) Purpose/Value	-- Nelson Price	9:15 - 9:45
Break		9:45 - 10:00
General Plan/Background Needs Assessment (World Wide Model) Overview/Flow Chart Final Report	-- Randall Cognetta	10:00 - 11:30
Lunch Break		11:30 - 1:00
Facilitation Skills -- Rich Gemmet Speak-ups Format -- Rich Gemmet/Don Halverson		1:00 - 1:30
Small Group Speak-ups Group Activity	-- Rich Gemmet/Don Halverson	1:30 - 2:30
Break		2:30 - 2:45
Total Group Presentation	-- Rich Gemmet/Don Halverson	2:45 - 3:15
Discussion of Process Training Local Facilitators Closure/Questions	-- Rich Gemmet/Don Halverson	3:15 - 4:00

Form XI

Schedule Of Activities

MONTH	WEEK	DAY	TIME	GROUP ACTIVITY	PERSON RESPONSIBLE
September	2			County Office team and school principal establish Steering Committee.	
	3			Steering Committee Orientation Meeting: Elect chairperson/secretary; develop schedule; plan Speak-ups and publicity; plan for required typing.*	
	4			Steering Committee-facilitator training meeting.	
October	1			Community Speak-ups	
	1			Certificated staff Speak-ups	
	1			Classified staff Speak-ups	
	1			Student Speak-ups	
	2			Steering Committee organize Speak-ups data/ classify concerns.	
	3			Steering Committee plan questionnaire dissemination/retrieval/compilation and prepare questionnaire.	
	4			Steering Committee finalize questionnaire and prepare cover letter.	

*Responsibilities for typing:

School: Agendas; minutes; speak-ups; lists of concerns; questionnaire results; reports

County Office: Cover letter and questionnaire; Validated Needs, follow-up letter

Schedule Of Activities (Continued)

MONTH	WEEK	DAY	TIME	GROUP/ACTIVITY	PERSON RESPONSIBLE
November	2			Steering Committee members/school personnel distribute questionnaire.	
	4/5			Steering Committee members compile questionnaire responses/assemble questionnaire results, Speak-ups data, administrative data.	
December	1			Steering Committee document concerns with data; appoint Needs Assessment Committee.	
	2			Steering Committee members complete documenting concerns with data; plan for Needs Assessment Committee meetings.	
January	1			Needs Assessment Committee orientation; concerns analyses meeting.	
	2			Needs Assessment Committee - concerns analyses meeting.	
	3			Needs Assessment Committee - concerns analyses meeting.	
	4			Steering Committee review validated needs; assemble material for report.	
February	1			Principal complete report for District Needs Assessment Committee.	
	2			Principal complete final report for Superintendent/ community/staff.	

Example XII

BURLINGAME INTERMEDIATE SCHOOL

TO: Burlingame Parents - Grades 5 through 8

FROM: Dick Noonan, Principal
Trudy Felion, Steering Committee Chairman

SUBJECT: Community "Speak Up"

The Needs Assessment Steering Committee from Burlingame Intermediate School is soliciting public comments, ideas and suggestions at its community meeting Tuesday, November 23. Parents and residents are being encouraged to attend the 7:30 p.m. "Speak Up" session in the school's gymnasium, 1715 Quesada Way.

In a Needs Assessment survey, an attempt is made to find out what a school should be doing and how well it is meeting its responsibilities. The Needs Assessment, which pinpoints the difference between what is and what should be, attempts to narrow the gap between these goals.

The Needs Assessment Steering Committee includes Mrs. Trudy Felion, Mrs. Joan Post, Mrs. Jody Howell, Mrs. Barbara Gillespie, Mrs. Kirsten Legallet, Mrs. Claire MacNeil and Mr. Roy Damonte (parents); Joe Becerra, Bob Costa, Ms. Lida Lim, Mrs. Evie Strasser, Dick Coste, and Dick Noonan (school staff).

Dr. Randy Cognetta from the San Mateo County Office of Education will serve as chairman for the public meeting.

REN/lw
11/17/76

Form XIII

Worksheet For Publicity Plan For Speak-Ups

Form XIV
Speak-Ups

GROUP	DATE/TIME	PLACE	FACILITATOR
Community			
Faculty			
Classified			
Students			

Form XV

Administrative Data

INFORMATION	PERSON RESPONSIBLE
Attendance	
Board Policies	
Calendar	
Course of Study	
Discipline Referrals	
Education Code	
Grades: Elementary	
High School	
Personnel: Certificated	
Classified	
Parent Volunteers	
Philosophy/Goals	
Report Card Format	
Salary Schedule	
Test Scores	
Vandalism	

Example XVI

CONCERN: 7. There is need for greater emphasis placed on student discipline.

FACTS

A. STUDENT RESPONSES:

Forms of punishment: some expressed a dislike for some forms of discipline -- writing sentences repeatedly, putting heads on desks, being "put down" in front of classmates, "blanket" punishment, sending home notes. (9 out of 16)

Wider latitude on rules: some expressed a desire for greater freedom; i.e., sharpen pencils (1), leave station (2), lavatory privileges (1), going to friends at lunch-time (1), wear hats (1), chew gum (2), talking (1), wear half-tops (1). (10 out of 16)

Discipline: Some indicated a need for more discipline. (5 out of 16)

B. STAFF RESPONSES:

Some said there is a need for consistent rules and application -- school-wide in buildings and on grounds. (4 out of 12)

Some expressed the concern that parents should teach respect for self and others. (2 out of 12)

Some said that lack of partitions, help, and space is interfering with discipline. (3 out of 12)

C. COMMUNITY CONCERNS CONFERENCE RESPONSES:

Many felt the school needs stronger discipline. (4 out of 9)

D. COMMUNITY SURVEY RESPONSES:

Item 30. What is your feeling about the following areas at Audubon? (Please check)

		Excellent	All right as is	Poor and needs revision	No comment
Classroom Discipline -	Audubon Parents	18	89	119	23
	Non-Audubon Parents	2	7	34	113
	Total	20	96	153	136

EXAMPLE

CONCERN: 7. There is need for greater emphasis placed on student discipline. (continued)

FACTS

D. COMMUNITY SURVEY RESPONSES: (continued)

		Excellent	All right as is	Poor and needs revision	No comment
Pupil Self-Responsibility	Audubon Parents	42	98	71	33
	Non-Audubon Parents	6	4	27	119
	Total	48	102	93	152

Comments: Discipline differs with the teacher. (6 out of 9)

Most teachers have excellent control, but some parents still feel the need for more discipline. (4 out of 9)

School should be able to take disciplinary action when needed, and parents should share responsibility. (2 out of 9)

E. ADDITIONAL DATA:

No facts recorded.

F. POLICY STATEMENTS:

#5131 - All certificated employees shall share responsibility for supervising the behavior of students and for seeing that they meet the standards of conduct established by the Board or school administration. Principals have the right to administer corporal punishment or may delegate that right to the teacher. The Superintendent shall have the power to suspend pupils; principals may suspend pupils from class.

VALUES

1. Parents and teachers should be involved in leading children to achieve a system of self-discipline.
2. The standards of conduct and resulting discipline policy should be appropriate, clearly defined and communicated and equitably applied.

CONCERN: 7. There is a need for greater emphasis placed on student discipline. (continued)

VALUES

3. The emphasis should be on prevention of misconduct rather than punishment.

VALIDATED NEED
(Includes Performance Criteria)

There is need for greater emphasis placed on student discipline. This concern will be considered resolved when (1) the standards and policies have been confirmed and published and (2) students report more positive feelings about punishment for broken rules.

LEVEL OF CRITICALITY

N.A.C. RESPONSES	DEGREE OF CRITICALITY
0	-1. Extremely critical
4	-2. Critical
11	-3. Important but can wait
0	-4. Not important or critical

DATE OF RESOLUTION

There should be a clear definition and communication of rules of conduct within the first several days of the school's opening -- other rules should be communicated as developed. Students should report positive feelings by the beginning of the second semester.